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ABSTRACT

This publication provides guidelines designed to assist Maryland library media administrators and specialists in planning, developing, and implementing kindergarten through twelfth grade library media programs. It provides a broad outline from which local systems may construct library media programs integrated with other curricular units. The guide is organized into four parts: (1) the Philosophy; (2) Goals and Subgoals; (3) Illustrative Objectives; and (4) the Curriculum Development Process. The first part defines the philosophy of the school library media program and describes its relationship to society, the learner, and the school curriculum. The second part presents the goals and subgoals of the school library media program, i.e., statements of desired outcomes derived from the philosophy which bring direction and clarity to the program. Expectancies, which further delineate the scope of the goals and subgoals, are also described. The third part presents some sample objectives showing how the goals and subgoals may be treated at particular learning levels. The final part describes how to develop and use goals, subgoals, and objectives in the preparation of library media scopes and sequences that encourage integrated instruction. The following materials are appended: an example of a local sequence; sample curriculum framework matches for art, English/language arts, math, physical education, science, and social studies; a library media curriculum match matrix; a glossary; examples of how required Maryland competency objectives can be placed in the library media framework by local school systems; and the names and addresses of the Maryland Library Media Curriculum Task Force. (MAB)

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THE LIBRARY MEDIA PROGRAM

MARYLAND CURRICULAR FRAMEWORK

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FOREWORD

The library media program is an integral part of a school's instructional program. In Maryland, the library media program derives its authority from COMAR 13A.05.04.01, adopted by the State Board of Education in 1986.

Standards for School Library Media Programs in Maryland sets forth guidelines for developing the type of school library media programs needed to prepare students for personal success. This preparation must include mastery of skills that enable them to access, evaluate, interpret, and apply information from print and nonprint materials.

Library and information skills curriculum is a critical part of the K-12 program. These skills are most successfully taught as they are needed throughout all curricular areas and all grade levels. *The Library Media Program: A Maryland Curricular Framework* builds upon substantial curriculum planning and instructional teamwork.

PREFACE

To support local school systems in developing and providing quality school library media programs, the Maryland State Board of Education appointed a task force to examine the status of existing school library media programs and provide recommendations for their improvement and growth. The resulting "Report of the Task Force on School Library Media Programs in Maryland" included an overview, a "Statement of Purpose for School Library Media Programs in Maryland," and a set of recommendations in 10 major categories.

In May 1984, the "Statement of Purpose for School Library Media Programs in Maryland" became the official resolve of the Maryland State Board of Education. *Standards for School Library Media Programs in Maryland* was approved by the Maryland State Board of Education and became the measure for evaluating the library media program in every public school in Maryland. These standards replaced *Criteria for Modern School Library Media Programs*. The standards emphasized seven categories: philosophy, goals and objectives, instruction, staffing, resource services, facilities, and program evaluation.

Support of *Standards for School Library Media Programs* came in the form of a State Board of Education adopted bylaw. This bylaw acknowledged the need for unified school library media programs and mandated the implementation of a procedure for conducting periodic review of school library media programs in each local education agency.

Standards for School Library Media Programs in Maryland proposes that teachers and library media specialists form a partnership and plan together to design and implement the program that best matches the instructional needs of the school they serve. This document also encourages the school library media specialist to provide leadership and vision in integrating the school library media program into the school's curriculum.

A committee consisting of school library media specialists, teachers and supervisors developed *The Library Media Program: A Maryland Curricular Framework* for library media skills instruction. This framework is intended to help library media specialists, teachers, curriculum specialists, and administrators improve instruction and school effectiveness by providing an organized approach to teaching information skills by integrating them into all curricular areas in support of goals set forth in *Schools for Success*.

INTRODUCTION

A Statement of Purpose

The Library Media Program: A Maryland Curricular Framework is designed to assist Maryland library media administrators and specialists in planning, developing, and implementing K through 12 library media programs. It provides a broad outline from which local systems may construct library media programs integrated with other curricular units. The information presented will assist the local systems in:

Planning a local curriculum development project,
Developing a local philosophy,
Defining a local set of goals and subgoals,
Developing a local scope and sequence,
Evaluating the extent that goals and subgoals are contained in current curricular offerings and
Indentifying needed curricular content and instructional strategies.

This document is organized in four parts:

The Philosophy — This defines the school library media program and describes its relationship to society, the learner, and the school curriculum.

Goals and Subgoals — These statements of desired outcomes are derived from the philosophy and bring direction and clarity to the program. Expectancies further delineate the scope of the goal and subgoal statements.

Illustrative Objectives — These sample objectives show how goals and subgoals may be treated at particular learning levels.

Curriculum Development Process — This section describes how to develop and use goals, subgoals, and objectives in preparation of library media scopes, sequences, and matches which encourage integrated instruction.

PHILOSOPHY

The philosophy of the school library media program is stated effectively in the *Standards for School Library Media Programs in Maryland:*

The unified school library media program is essential to effective education for an information-based society. A unified school library media program is designed to support the educational goals of a school system and to serve all students and teachers. Such a program is accomplished by providing both an organized collection of materials and instruction in the use of those materials as an integral part of the total educational program. In order to support fully the instructional program, appropriate materials and equipment of various types and formats must be centrally managed in the school library media center. An effective unified school library media program requires adequate professional and support staff.

A school library media program is an integral part of the instructional process. This integration is most effective when appropriate professional library media personnel participate in the development and implementation of educational programs. The school library media specialist, in cooperation with other teachers, instructs students in those library, research, and study skills which have been integrated into all areas of the curriculum.

School library media programs do not duplicate those of public and other library programs. School library media services support specific instructional programs, complement instruction in reading and critical thinking skills and habits, and have knowledge and information on site immediately available for specific purposes. Further, school library media programs serve a specific segment of the total population and are administered by certificated school library media specialists. School library media personnel cooperate with personnel in public and other types of libraries in order to expand access to available resources.

LIBRARY MEDIA GOALS AND SUBGOALS

These nine goals, and their respective subgoals, are designed to be used as guidelines for implementing Standard 3.0 Instruction, *Standards for School Library Media Programs in Maryland*. They include the major purposes of direct library media instruction and are intended to cross all grade levels. The order in which the goals are stated in the framework parallels the listing in COMAR 13A.05.04.01 and does not indicate that one is more important than the other. In a comprehensive library media program, each goal is essential and, whenever possible, resulting activities should be integrated into the total instructional program of the school.

The first five goals develop the skills necessary for students to succeed in an age where access to information is essential. Goals six through eight stress the importance of positive student attitudes toward books and other media and the writers and producers of media. Goal nine focuses on student production of various media.

COMAR 13A.05.04.01 requires that professional library media personnel provide direct instruction in "library research and study skills which have been integrated into other areas of the curriculum." These goals establish the base upon which the local system can build its library media instructional program.

GOAL 1

Goal 1 focuses on the location, organization, and utilization of the materials and equipment in a school library media center. Effective use of the school library media center requires an understanding of its classification system, the characteristics of different media, a demonstrated knowledge of services offered, and appropriate handling of materials and equipment.

1.1 To describe the physical arrangement of the library media center.

1.2 To identify the library media center catalog and recognize its role in locating materials.

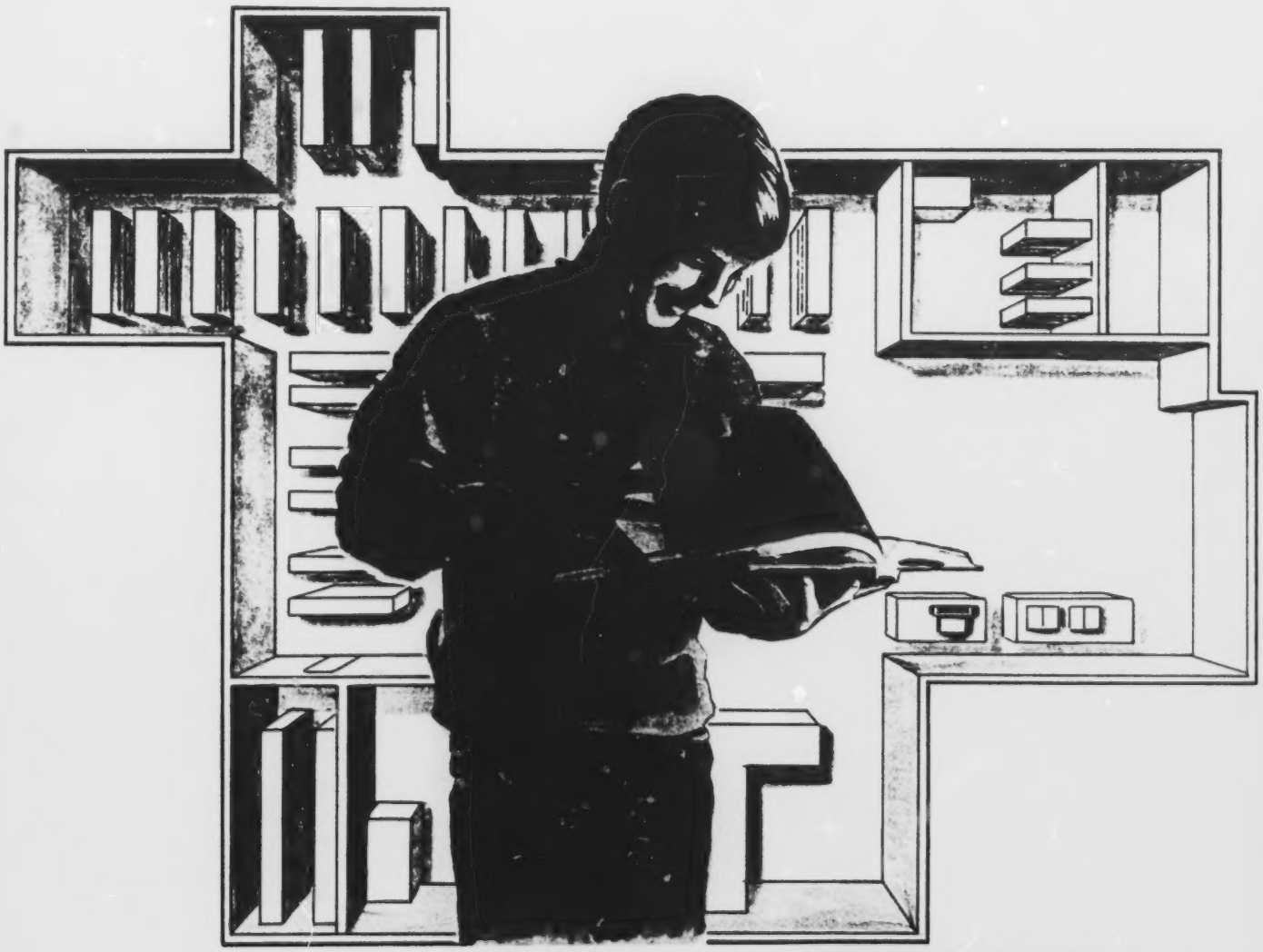
1.3 To use systems of classification and organization to locate materials.

1.4 To identify the characteristics of print and nonprint media and related equipment.

1.5 To demonstrate appropriate care and handling of materials.

1.6 To demonstrate safe operation and care of equipment.

1.7 To follow the policies and procedures of the library media center.



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GOAL 2

Goal 2 focuses on the effectiye review, evaluation, and selection of media for an identified information need. Through examination of established criteria, the most appropriate source can be obtained.

2.1 To identify and analyze individual purposes for selection of media.

2.2 To develop criteria for evaluation of media.

2.3 To use criteria to select media for a specific purpose.

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GOAL 3

Goal 3 focuses on the effective use of study, research, reference, and critical thinking skills to organize information in order to solve problems. Frequently, these skills are taught in the classroom and reinforced in the school library media center. This goal provides an ideal opportunity to integrate library media skills with skills from other curricula.

1 To use study skills to complete tasks, monitor success, and record and restructure information.

.2 To use research skills to evaluate, select, record, and reorganize information.

.3 To use reference skills to locate information in a variety of sources.

.4 To use critical thinking skills to solve research problems.

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GOAL 4

Goal 4 focuses on the application of comprehension skills to acquire desired information from the wide range of media available through the school library media center.

4.1 To use a variety of sources to acquire information.

4.2 To process and evaluate content from a variety of sources by applying comprehension skills.

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GOAL 5

Goal 5 focuses on the use of technology in the school library media center and other libraries. Information may be accessed readily through electronic sources. Appropriate skills are vital if the information accessed is to serve the intended purpose.

5.1 To manipulate information using electronic sources.

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GOAL 6

Goal 6 focuses on the pursuit of reading for pleasure and enrichment. The unique features of special collections, public, and other libraries are explored as extensions of the school library media center.

6.1 To devote time to read a variety of materials on a regular basis.

6.2 To choose reading as a regular leisure time activity.

6.3 To use library media centers, public, and other libraries regularly for reading materials.

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GOAL 7

Goal 7 focuses on the appreciation of literature as a reflection of, and an influence on, the human experience. The goal relates directly to the English Language Arts Curricular Framework, Goal 6. The library media specialist and the English Language Arts teacher have the opportunity to work cooperatively to stimulate appreciation of literature.

7.1 To recognize authors, illustrators, publishers, and producers of literature as reflectors of the human experience.

7.2 To recognize that literature reflects, examines, and influences the human experience.

7.3 To select from a variety of literature forms, genres and themes.

7.4 To participate in literary experiences.

GOAL 8

Goal 8 focuses on the value of books and other media as sources of information and recreation. Observance of copyright laws and the promotion of intellectual freedom are recognized as responsibilities in a democratic society.

8.1 To obtain books and media for personal use.

8.2 To share and promote books and media as sources of information and recreation.

8.3 To respect the rights of creators of media.

8.4 To respect the principles of intellectual freedom.

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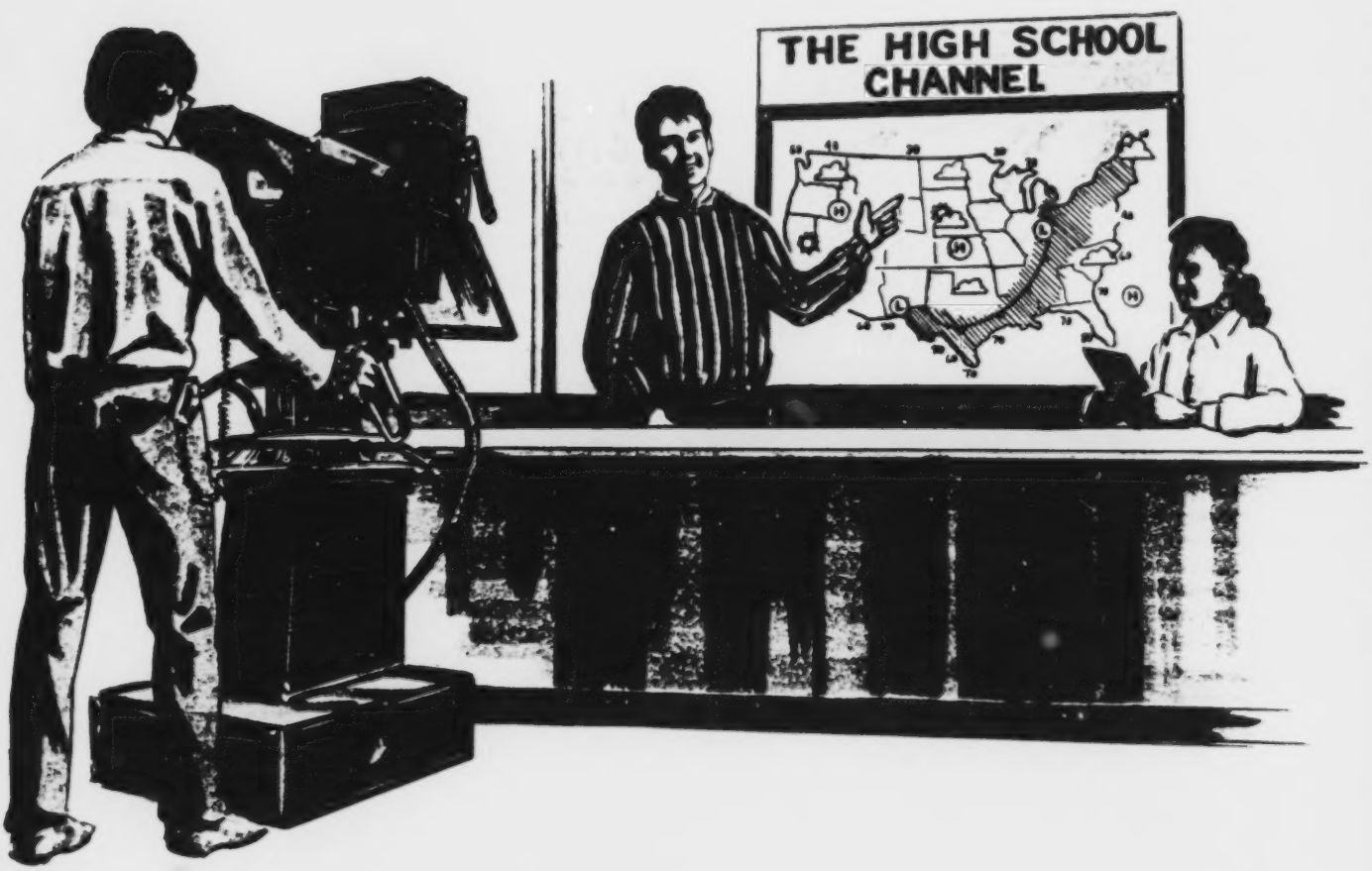
GOAL 9

Goal 9 focuses on the production of print and nonprint media. The processes used to produce different media are explored and criteria are developed to determine the appropriate medium for a particular purpose.

9.1 To demonstrate knowledge of the process used in developing various types of media.

9.2 To discriminate among the various types of media to produce the appropriate medium for a particular purpose.



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EXPECTANCIES

hese learner behaviors further delineate the scope of each subgoal. The expectancies assist in curriculum development by organizing the vast assortment of skills and understandings implicit in an exemplary library media education program.

The expectancies in this document do not represent all possible descriptions of each subgoal. Local school systems may wish to expand the list to accommodate their needs.

GOAL 1 To locate and use materials and equipment.

Subgoal 1.1 To describe the physical arrangement of the library media center.

The learner:
1.1.1 identifies various symbols and guides.
1.1.2 follows the library media center floor plan.

Subgoal 1.2 To identify the library media center catalog and recognize its role in locating materials.

The learner:
1.2.1 identifies subject, title, author, and keyword entries.
1.2.2 identifies various cataloging formats, i.e., card catalog, book catalog, microform catalog, and electronic storage.

Subgoal 1.3 To use systems of classification and organization to locate materials.

The learner:
1.3.1 uses the Dewey Decimal classification to locate materials.
1.3.2 recognizes alphabetical and chronological arrangements within systems of classification.
1.3.3 identifies the characteristics of fiction and nonfiction media.
1.3.4 identifies other systems of classification such as the Library of Congress system.

Subgoal 1.4 To identify the characteristics of print and nonprint media and related equipment.

The learner:
1.4.1 identifies the parts of print media (book, magazine).
1.4.2 identifies the parts of nonprint media (slide, tape, filmstrip, microcomputer software) and related equipment.
1.4.3 differentiates among types of print and nonprint media.

Subgoal 1.5 To demonstrate appropriate care and handling of materials.

The learner:
1.5.1 displays how to care for and handle print media.
1.5.2 displays how to care for and handle nonprint media.

Subgoal 1.6 To demonstrate safe operation and care of equipment.

The learner:
1.6.1 identifies, selects, and uses appropriate equipment for nonprint material.
1.6.2 utilizes safety precautions in the operation of equipment.
1.6.3 displays how to care for equipment properly.

Subgoal 1.7 To follow the policies and procedures of the library media center.

The learner:
1.7.1 displays respect for others by following policies.
1.7.2 lists the services of the library media center.

GOAL 2 To review, evaluate, and select media.

Subgoal 2.1 To identify and analyze individual purposes for selection of media.

The learner:
2.1.1 identifies need for information.
2.1.2 broadens or narrows scope of purpose.

Subgoal 2.2 To develop criteria for evaluation of media.

The learner:
2.2.1 identifies scope and accuracy of content in various media.
2.2.2 develops an awareness of the importance of authority.
2.2.3 recognizes and uses the copyright date to establish timeliness.

Subgoal 2.3 To use criteria to select media for a specific purpose.

The learner:
2.3.1 differentiates between fiction and fact.

2.3.2 selects media format most appropriate to purpose.
2.3.3 compares various media in order to select the best source for identified need.

GOAL 3 To learn and apply study, research, reference, and critical thinking skills.

Subgoal 3.1 To use study skills to complete tasks, monitor success, and record and restructure information.

The learner:
3.1.1 uses notetaking and/or graphic organizers to record and organize information.
3.1.2 restructures information by summarizing, retelling, and reacting.
3.1.3 monitors task accomplishment by checking before, during and after task performance.
3.1.4 uses appropriate reading strategy for task, such as skimming, reading for detail, etc.

Subgoal 3.2 To use research skills to evaluate, select, record, and reorganize information.

The learner:
3.2.1 evaluates research source using criteria such as copyright date, format, and authority.
3.2.2 selects the most appropriate research sources for a specific topic.
3.2.3 uses outlining to organize information.
3.2.4 generates subtopics of a specific topic.
3.2.5 generates and organizes bibliographies.

Subgoal 3.3 To use reference skills to locate information in a variety of sources.

The learner:
3.3.1 identifies the distinguishing characteristics and information value in a variety of reference sources.
3.3.2 uses the organizational features of reference sources to locate desired information in the contents.
3.3.3 uses the organizational features of available networks to access information.

Subgoal 3.4 To use critical thinking skills to solve research problems.

The learner:
3.4.1 defines the problem.
3.4.2 uses information to develop and test the problem.
3.4.3 develops and applies the findings.

GOAL 4 To comprehend content in various types of media.

Subgoal 4.1 To use a variety of sources to acquire information.

The learner:
4.1.1 recognizes the wide variety of material available in the library media center.
4.1.2 selects the appropriate type of media for a specific purpose.

Subgoal 4.2 To process and evaluate content from a variety of sources by applying comprehension skills.

The learner:
4.2.1 locates main idea.
4.2.2 recalls details.
4.2.3 sequences events.
4.2.4 identifies author's/producer's purpose.
4.2.5 identifies point of view.
4.2.6 compares and contrasts.
4.2.7 recognizes plot, characterization, and setting.
4.2.8 identifies cause and effect.
4.2.9 predicts outcomes.
4.2.10 draws conclusions.
4.2.11 differentiates between fact and opinion.
4.2.12 differentiates between primary and secondary sources.

GOAL 5 To retrieve and manage information.

Subgoal 5.1 To manipulate information using electronic sources.

The learner:
5.1.1 recognizes the impact of technology on information.
5.1.2 explores a variety of sources for information purposes.
5.1.3 accesses the appropriate system for specific purposes.
5.1.4 applies appropriate retrieval strategies to access information from a variety of systems.
5.1.5 applies appropriate skills to collect, organize, and interpret data from a particular system.

GOAL 6 To develop lifelong reading habits.

Subgoal 6.1 To devote time to read a variety of materials on a regular basis.

The learner:
6.1.1 appreciates reading as a major source of information.
6.1.2 reads a variety of fiction and nonfiction.

Subgoal 6.2 To choose reading as a regular leisure time activity.

The learner:
6.2.1 selects reading as a personal activity.
6.2.2 selects reading for pleasure and enrichment.

Subgoal 6.3 To use library media centers, public, and other libraries regularly for reading materials.

The learner:
6.3.1 recognizes the unique features of materials in special collections.
6.3.2 identifies the policies and procedures in public and other libraries.

GOAL 7 To appreciate literature.

Subgoal 7.1 To recognize authors, illustrators, publishers, and producers of literature as reflectors of the human experience.

The learner:
7.1.1 identifies the effects of authors' or illustrators' personal and cultural experiences on their work.
7.1.2 recognizes how authors, producers, and illustrators use a variety of language devices such as symbolism, color, sound, and figurative language to communicate human experiences.

Subgoal 7.2 To recognize that literature reflects, examines, and influences the human experience.

The learner:
7.2.1 uses literature to explore a wide range of human experiences.
7.2.2 recognizes why an author selects one literary form as more effective than another.

Subgoal 7.3 To select from a variety of literature forms, genres, and themes.

The learner:
7.3.1 identifies the characteristics of various literary genres and forms.
7.3.2 explores a wide variety of fiction and nonfiction, poetry and prose in print and nonprint formats.

Subgoal 7.4 To participate in literary experiences.

The learner:
7.4.1 relates literary experiences to personal experiences.
7.4.2 uses established criteria to evaluate literature.

GOAL 8 To value books and other media.

Subgoal 8.1 To obtain books and media for personal use.

The learner:
8.1.1 selects books and media from the school library media center.
8.1.2 selects books and media from public and other libraries.

Subgoal 8.2 To share and promote books and media as sources of information and recreation.

The learner:
8.2.1 communicates reading, viewing, and listening experiences to others.
8.2.2 reacts to reading, viewing, and listening experiences in a variety of ways.

Subgoal 8.3 To respect the rights of creators of media.

The learner:
8.3.1 recognizes copyright laws as protection for the creators of media.
8.3.2 recognizes the consequences of violating copyright laws.

Subgoal 8.4 To respect the principles of intellectual freedom.

The learner:
8.4.1 defines intellectual freedom.
8.4.2 recognizes intellectual freedom as vital to a democratic society.

GOAL 9 To create print and nonprint media.

Subgoal 9.1 To demonstrate knowledge of the process used in developing various types of media.

The learner:
9.1.1 defines purpose of individual project.
9.1.2 identifies audience.
9.1.3 plans project.
9.1.4 produces and refines project.
9.1.5 evaluates project.

Subgoal 9.2 To discriminate among the various types of media to produce the appropriate medium for a particular purpose.

The learner:
9.2.1 identifies the processes used to produce each medium.
9.2.2 uses critical thinking skills to select the appropriate medium for a specific production.
9.2.3 recognizes that creating media is a means of self expression.

ILLUSTRATIVE OBJECTIVES

These sample objectives provide examples of a way to incorporate a framework subgoal into local library media programs and school curricula. They are organized to give sample objectives for three learning levels: Level I (K-5), Level II (6-8), and Level III (9-12). The level at which the objectives are placed is dependent upon a variety of factors and need not be the same in every program.

GOAL 1 To locate and use materials and equipment.

Subgoal 1.3 To use systems of classification and organization to locate materials.

Expectancies:

1.3.2 Recognizes alphabetical and chronological arrangements within systems of classification.

Level 1

During the elementary years, students will be able to:

a. Locate a fiction book written by a specific author.
b. Describe the differences between the organization of fiction and nonfiction materials.
c. Select a nonfiction book on a specific topic utilizing the Dewey Decimal Classification System.

Level 2

During the middle years, students will be able to:

a. Describe the manner in which biographies are organized on the shelves.
b. Locate nonprint media on a specific topic.
c. Demonstrate the ability to use nonprint media with the appropriate equipment.

Level 3

During the high school years, students will be able to:

a. Give the rationale for the organization of the entries under United States History in the library media center catalog.
b. Utilize the catalog for networks such as the Maryland Interlibrary Organization to request information.
c. Demonstrate the ability to locate information efficiently through electronic searching.

CURRICULUM ASSESSMENT AND DEVELOPMENT

This section is designed as a guide for curriculum specialists, library media specialists, and teachers to assess existing curricula and develop new curricula. The material is organized around the four essential components of the written school curriculum: an underlying philosophy, the overall goals of the program, the scope and sequence, and instructional units. Each component is described in terms of its purpose, its specific elements, and how it can be assessed and developed. In addition, an example from an existing Maryland library media curriculum guide is available for each component.

PHILOSOPHY

A philosophy is an explicit statement of the beliefs which should direct all aspects of a school system's curriculum. Developing a statement of philosophy allows educators in a system to reach consensus about the nature of the subject matter as it relates to the instructional program. A clear statement of philosophy can aid the school system in developing goals, specifying instructional strategies, and assessing programs.

A comprehensive philosophy should begin by addressing the subject matter, its relationship to society, and its relationship to learners. These elements should be synthesized into a clear statement of how the system structures its curriculum.

The Subject Matter

This section should describe the type of subject matter which is to be taught and the disciplines from which the curriculum should be drawn. It should address the underlying premises and values as well as the instructional strategies or learning processes inherent in these disciplines.

Society

Society's needs in relation to the subject matter should be of primary importance in planning a program. This section of the philosophy should focus on these needs and how they can be met by a comprehensive curriculum.

The Learner

This section contains the system's set of beliefs about the needs of students. These needs include those which are influenced by the external demands of society and those which, if met, would lead to personal fulfillment.

The Curricular Statement

The curricular statement is the culminating section of the philosophy. It synthesizes the related needs of society and the learner with the subject matter content to produce a rationale for the curriculum.

Developing a Philosophy

To develop a philosophy it may be useful to review the explicit philosophies in existence at the local, state, and national levels. The document, *Standards for School Library Media Programs in Maryland*, further delineates the criteria for a library media philosophy in standard 1.0. Implicit beliefs held by the local community should be identified and considered. Finally, a systemwide consensus should be reached in the principal beliefs delineated in the final product.

Example of a Local Library Media Philosophy

STATEMENT OF PHILOSOPHY

An effective school library media program supports the educational goals of the school system. At the school building level certificated professionals, with technical and clerical assistance, organize and operate the library media program. Central office professionals, with appropriate technical and clerical staff, provide leadership and services to support and coordinate the school-based effort. The library media program provides an organized collection of resources, instruction in the use of these resources, and services to students and staff in an environment conducive to learning. It promotes the concepts of open access to information, intellectual freedom, and lifelong learning.

GOALS

Goals are broad generalized statements which are derived from the philosophy and which determine the curriculum. They set the direction of the program by identifying those learner outcomes which are to be achieved through a comprehensive and effective program. These instructional goals are dependent on the operational goals which establish the school library media center's foundation. Standard 2.0, Goals and Objectives, from *Standards for School Library Media Programs in Maryland*, provides further criteria for the development of library media operational goals.

Since program goals are broad, subgoals may be used to define the major areas covered by each goal. Additional levels of behavioral statements may be written to specify outcomes within each subgoal.

Developing Goals

Goals should be developed from and thus reflect, the system's philosophy. The chosen set of goals should at minimum incorporate all of the goals and subgoals from the state while addressing the specific needs of the community and special populations of children.

Example of a Local Set of Goals

The following goals represent the broad spectrum of library media services. Many library media programs develop annual objectives to emphasize how the program will achieve selected goals. These annual objectives support the overall goals, but are fewer in number and the degree of achievement can be measured.

The School Library Media Program:

1. Supports the educational goals of the Board of Education.
2. Provides materials to support the curriculum, the professional needs of the staff, and the interests and recreational needs of the students in accordance with the Board of Education Selection and Evaluation Policy.
3. Develops library media skills in students through direct and indirect instruction.
4. Establishes an organized collection and management policies that allow for efficient access to knowledge and information.
5. Provides access to information outside the collection through various means.
6. Promotes lifelong reading, viewing, and listening habits.
7. Promotes student independence in learning through use of library media skills.
8. Provides for periodic review of the library media philosophy, goals, and objectives.
9. Includes appropriate certified staff and support staff.
10. Provides the opportunity for staff development, consultation and planning among library media staff, school staff members, and other appropriate individuals and organizations.
11. Promotes utilization of instructional materials, equipment, and services to students, staff, parents, and the community.

SCOPE AND SEQUENCE

A scope and sequence is a picture of the entire curriculum from the school system level. It provides a broad overview of the content of the curriculum and illustrates the sequencing of the material from kindergarten through the twelfth grade.

In any scope and sequence, it is important that certain key elements be presented for each unit or course: the title or topic, a narrative describing the content, the goals and subgoals to be taught, and the placement of the unit or course within the school program.

Developing and Assessing a Scope and Sequence

The first step for developing a new scope and sequence, or modifying an existing one is to review what is currently being taught. Answering the following questions about the current scope and sequence may be helpful:

1. Are the topics covered adequate to meet the desired scope of the program?
2. Is the content and its placement appropriate for the developmental levels of the various types of learners?
3. Are the goals of the school system incorporated into the current scope?
4. Does the sequence allow a logical order and allow for recycling of material when appropriate?

The answers to these questions should be examined and recommendations made for needed changes in the scope and sequence. When the needs assessment has been completed, the scope and sequence should be revised to reflect the newly developed philosophy and goals.

Example of a Local Sequence

A sequence can be structured in a variety of ways and still meet the recognized needs of a system. Maryland school systems use several methods to represent topical areas in library media instructional programs. Frequently, a chart is used indicating when a skill is introduced, maintained and reviewed. The skills are cumulative and one builds on the other until the student can become an independent user of libraries. (See Appendix A.)

Example of a Local Scope

The scope of each topic is described through a narrative and a listing of the goals and subgoals covered. The following are examples of local scopes taken from the eighth grade course of study.

EIGHTH GRADE: LIBRARY MEDIA SKILLS

1. Orientation and Organization

Orientation and Organization serves as an introduction or review of the operation and arrangement of a library media center. It establishes the location of library media center materials and stresses the user's responsibility toward those materials. The library media center catalog is identified and its contents utilized as a guide to locate materials in conjunction with the Dewey Decimal System of Classification.

The following state subgoals are addressed:
1.1, 1.2, 1.3, 1.4, 1.5, 1.7

2. Selection

Selection defines the criteria for choosing specific media for a particular purpose and provides a means for distinguishing between fact and opinion. The characteristics of a variety of reference sources and other media are delineated and students are encouraged to choose several different sources for specific information.

The following state subgoals are addressed:
1.3, 1.4
2.2, 2.3
3.2, 3.3, 3.4
4.1, 4.2
5.1

3. Utilization and Application

The parts of each type of media are identified and analyzed and the student has the opportunity to use the appropriate parts to gain specific information. The separate entries in a catalog are examined and used as information sources.

The following state subgoals are addressed:
1.2, 1.3, 1.4
3.3
4.1, 4.2
5.1

4. Production and Presentation

Students are introduced or reintroduced to the many different skills necessary for producing media. It becomes necessary to select the appropriate media format to communicate ideas and to be aware of the restrictions of copyright laws in reproducing media. Finally, when planning a media presentation, available physical facilities need to be considered.

The following state subgoals are addressed:
4.1
8.3
9.1, 9.2

5. Appreciation

Valuing books and other media is an underlying strand in all library media instruction. Students are given opportunities to share books and other media with others and to interpret meaning as it relates to past experience. Students are expected to choose books and other media relevant to interests, purposes, and abilities.

The following state subgoals are addressed:
2.1, 2.2, 2.3
4.1
6.1, 6.2, 6.3
7.2, 7.3, 7.4
8.1, 8.2

INSTRUCTIONAL UNITS: THE LIBRARY MEDIA CURRICULUM MATCH

An instructional unit describes how a topic at a particular grade level is to be taught. It is a guide for library media specialists and teachers to use in working with their students. The school library media program can effectively utilize the instructional units of all subject areas to integrate library media skills into the curriculum. It is vital for the library media specialist to have a thorough knowledge of every curriculum offering in the school. The successful implementation of library media goals and objectives is dependent upon the successful integration of library media skills into classroom instruction. One way to address this need is to incorporate library media goals and subgoals into the goals, subgoals, and instructional units of all curricula at the system level. This process is the library media curriculum match.

THE LIBRARY MEDIA CURRICULUM MATCH

The school library media program should be an integral part of the instructional process. While it is important to develop the scope of library media skills to be taught, it is even more important to integrate the scope and sequence of library media skills with the scope and sequence of skills in other curricula. The resulting match shows where library media instruction can support instruction in all subject areas. The library media curriculum match is a product as well as a process. The product is developed at the system level and the process of integrating library media skills into other curricula becomes more viable at the school level.

How Are Curriculum Matches Developed?

The first step in the matching process is to ascertain that the library media goals and subgoals reflect the system-wide goals and meet the requirements specified in *Standards for School Library Media Programs in Maryland.* Using the library media goals as the guideline, examine each curriculum document and determine where matches occur. A grid may be used to record the information. This process is a valuable one if it is completed by a committee consisting of library media personnel, teachers of the specific subject area and appropriate central office personnel.

How Are Curriculum Matches Used in the School?

The library media specialist and the classroom teacher must work together, using the curriculum match as a guide, to identify those matches which are pertinent to the instructional program in the school. Together they need to develop instructional objectives, determine appropriate resources and learning strategies, decide where the instruction will take place, and who will be responsible for each of the desired outcomes. The matches used to implement the program may vary from school to school, depending upon the needs of the school community and the interpretation of the instructional program.

The Library Media Framework and Other State Curriculum Frameworks

The goals, subgoals, and expectancies from the *Library Media Framework* have been matched with the goals, subgoals, and expectancies in other Maryland curriculum frameworks. Examples of these matches are included in Appendix B. Additionally, the matches are summarized in the matrix found in Appendix C. This match is the product which should initiate the process of integrating library media instruction with all subjects at the local school level. The library media specialist and the classroom teacher work together to determine which outcomes are most appropriate for their students. Direct instruction may be the responsibility of the library media specialist with the classroom teacher providing reinforcement. Successful student outcomes depend upon cooperative planning and a clear understanding of integrated instruction.

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LIBRARY MEDIA SKILLS CURRICULUM PROFILE SHEET FOR GRADES 1-12

An Example Of A Local Sequence

I - INTRODUCE R - REINFORCE M - MAINTAIN

SKILL (The student will...)	**GRADE LEVEL**									
REFERENCE MATERIALS	1	2	3	4	5	6	7	8	9	10-12
Know the location of the nearest public library and bookmobile stop.	I	R	R	R	R	R	R	R	R	R
Identify and/or use the parts of a book.	I	R	I	I	I	R	M	M	M	M
Know that the public library is arranged in a manner similar to the school media center.		I	R	R	R	R	R	R	R	R
Develop dictionary skills.		I	I	M	M	M	M	M	M	M
Locate reference materials.			I	R	R	R	R	R	R	R
Develop atlas skills.				I	M	M	M	M	M	M
Develop encyclopedia skills.				I	M	M	M	M	M	M
Define and/or differentiate between individual and collective biographies.				I	R	R	R	R	R	R
Develop almanac skills.					I	R	R	R	R	R
Compare, contrast and/or use special reference books.					I	I	I	I	M	M
Develop thesaurus skills.						I	R	R	R	R
Seek current information through use of the *Readers' Guide*.						I	I	I	R	R
Demonstrate proper use of biographical and geographical dictionaries.							I	R	R	R
Seek current information through the vertical file.							I	R	R	R
Know the location of career information.							I	M	M	M
Use cross-references in a variety of resources.							I	R	R	R
Compile a bibliography using a standard form.							I	R	R	R
Use bibliographies to identify possible sources.							I	R	R	M

LIBRARY MEDIA SKILLS AND ART

A Sample Curriculum Framework Match

LIBRARY MEDIA Goal/subgoal/expectancy		ART Goal/subgoal/expectancy	INDICATORS The student will be able to:
3	To learn and apply study, research, reference, and critical thinking skills.		
3.4	To use components of critical thinking skills to solve research problems.	2.3.2 Learn to analyze and classify artists by factors such as style, subject matter, and technique.	Use critical thinking and problem solving to analyze and classify artists.
4	To comprehend content in various types of media.		
4.1	To use a variety of sources to acquire information.	2.2.1 Become aware of ways that people use art for purposes in the community, including communication, embellishment, fantasy, and propaganda.	Use a variety of sources to become aware of ways people use art.
4.2	To process and evaluate content from a variety of sources by applying comprehension skills.	2.2.2 Learn factors which influence artists in specific historical eras and places.	Process and evaluate content to discover factors which influenced artists.
9	To create print and nonprint media.		
9.1	To demonstrate knowledge of the process used in developing various types of media.	3.1.2 Learn to identify, classify, and select the appropriate tools, materials, and techniques for making art.	Identify, classify, and select equipment and media used in the production of art forms such as clay animation films, still photographs, etc.
9.2	Discriminate among the various types of media to produce the appropriate medium for a particular purpose.	1.2.2 Learn to recognize how visual art may express a concept, tell a story, evoke a mood or emotion and symbolize an idea.	Use art in a media production to express a concept, tell a story, evoke a mood or emotion, or symbolize an idea.
		1.1.3 Practice comparing aspects of natural and human-made visual forms and other phenomena.	Choose the appropriate medium to prepare production which compares forms in nature to human-made forms.
		3.3.2 Learn to apply the elements of art to plan and execute a visual composition.	Apply the elements of art to plan and execute a visual composition for the chosen type of media.

APPENDIX B

LIBRARY MEDIA SKILLS AND ENGLISH/LANGUAGE ARTS

A Sample Curriculum Framework Match

LIBRARY MEDIA Goal/subgoal/expectancy		ENGLISH/LANGUAGE ARTS Goal/subgoal/expectancy	INDICATORS The student will be able to:
3	To learn and apply study, research, reference, and critical thinking skills.		
3.2	To use components of research skills to evaluate, select, record, and reorganize information.	1.1.4 Organize facts, details, and ideas into a unified, coherent, written draft.	Create a written draft using research and critical thinking skills.
3.4	To use components of critical thinking skills to solve research problems.		
7	To appreciate literature.		
7.2	To recognize that literature reflects, examines, and influences the human experience.	5.4.3 Identify ways in which language affects thoughts and feelings.	Show ways in which authors and producers use language to reflect the human experience.
		6.1.3 Understand that themes in literature explore and express the human condition.	Recognize that literary themes reflect, examine, and influence human experiences.
7.4	To participate in literary experiences.	2.2.6 Restate, rehearse, and recite to reinforce memory.	
8	To value books and other media.		
8.2	To share and promote books and media as sources of information and recreation.	2.2.8 Narrate for others an event or series of events.	Share and react to oral literary experiences such as storytelling and booktalking.

LIBRARY MEDIA SKILLS AND MATHEMATICS

A Sample Curriculum Framework Match

LIBRARY MEDIA Goal/subgoal/expectancy	MATHEMATICS Goal/subgoal/expectancy	INDICATORS The student will be able to:
1 To locate and use materials and equipment.		
1.3.1 Uses Dewey Decimal Classification to locate materials.	3.2.6 Orders and compares whole numbers, fractions and decimals.	Order decimals within Dewey Decimal Classification to locate materials.
4 To comprehend content in various types of media.		
4.2 To process and evaluate content from a variety of sources by applying comprehension skills.	2.5.6 Interprets information displayed in charts, graphs, and tables.	Interpret charts, graphs, and tables located in library media resources.
5 To retrieve and manage information.		
5.1.1 Recognizes the impact of technology on information.	1.2.3 Recognizes the role of computers in the initiation of current technology, such as space exploration.	Process information from a variety of sources on role of computers in initiating current technology.
5.1.2 Explores a variety of sources for information purposes.	1.2.1 Identifies the use of mathematics in an historical scientific situation.	Explore and process library media materials for the use of mathematics in an historical scientific situation.
9 To create print and nonprint media.		
9.2 To discriminate among the various types of media to produce the appropriate medium for a particular purpose.	4.3.3 Constructs graphs from given data.	Use process for creating media to construct graphs from given data.
	4.3.1 Selects the appropriate graphic form.	Discriminate among various types of media to select the appropriate graphic form.

APPENDIX B

LIBRARY MEDIA SKILLS AND PHYSICAL EDUCATION

A Sample Curriculum Framework Match

	LIBRARY MEDIA Goal/subgoal/expectancy		PHYSICAL EDUCATION Goal/subgoal/expectancy	INDICATORS The student will be able to:
4	To comprehend content in various types of media.			
4.1	To use a variety of sources to acquire information.		Subgoal 2.2 Demonstrate knowledge of elements essential to the effective and efficient performance of motor skills.	Use appropriate sources to acquire information on the performance of motor skills.
4.2	To process and evaluate content from a variety of sources by applying comprehension skills.	3.	Subgoal 1.2 Expectancies. Students will: Comprehend principles of nutrition and weight control as related to body composition and physical activity.	Use information sources to acquire information about nutrition and weight control.
5	To retrieve and manage information.			
5.1.1	Recognizes the impact of technology on information.		Subgoal 3.3 Expectancies. Students will:	
5.1.2	Explores a variety of sources for information purposes.	3.	Display an ability to select and devise their own learning experiences.	Secure information from appropriate sources and apply to a specific situation, i.e., develop a project utilizing library media sources.
5.1.3	Accesses the appropriate system for specific purpose.	4.	Locate and participate in appealing physical activities available outside of class.	Use local media sources to identify time and place of appealing physical activities offered in the community.
5.1.4	Applies appropriate retrieval strategies to access information from a variety of systems.	5.	Identify career possibilities in physical education and related areas which are of interest to them.	Use career sources to identify physical education career possibilities.

LIBRARY MEDIA SKILLS AND SCIENCE

A Sample Curriculum Framework Match

LIBRARY MEDIA Goal/subgoal/expectancy	SCIENCE Goal/subgoal/expectancy	INDICATORS The student will be able to:
3 To learn and apply study, research, reference, and critical thinking skills.		
3.2 To use components of research skills to evaluate, select, record, and reorganize information.	1.4.2 Describes how the achievements of science and technology, when properly used, are basic to the advancement of human welfare.	Use components of research and reference skills to evaluate, select, record, reorganize, and locate information about the achievements of science and technology.
3.4 To use components of critical thinking skills to solve research problems.	1.4.4 Considers the implications of new scientific and technological advancements.	Make inferences and draw conclusions from information in sources about new scientific and technological advancements.
4 To comprehend content in various types of media.		
4.1 To use a variety of sources to acquire information.	1.4.7 Formulates positions on environmental issues after consideration of available scientific information.	Explore a variety of sources and process scientific information to make inferences and draw conclusions about environmental issues.
5 To retrieve and manage information.		
5.1.2 Explores a variety of sources for information purposes.	1.2.1 States contributions to science and technology made by men and women of various ethnic groups and cultures.	Explore a variety of sources about scientific and technological contributions of men and women of various ethnic groups and cultures.
7 To appreciate literature.		
7.3 To select from a variety of literary forms, genres, and themes.	1.1.8 Displays an interest in historical and/or contemporary scientific writing.	Display interest by selecting from a variety of historical/contemporary scientific writings.
9 To create print and nonprint media.		
9.2 To discriminate among various types of media to produce the appropriate medium for a particular purpose.	3.1.5 Organizes information and data through the use of tables, charts, and graphs. 3.2.5 Uses tables, charts, and graphs to communicate ideas.	Produce tables, charts, and graphs to communicate ideas.

APPENDIX B

LIBRARY MEDIA SKILLS AND SOCIAL STUDIES

A Sample Curriculum Framework Match

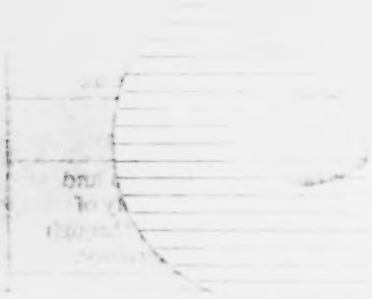
LIBRARY MEDIA Goal/subgoal/expectancy		SOCIAL STUDIES Goal/subgoal/expectancy		INDICATORS The student will be able to:
1	To locate and use materials and equipment.			
1.7	To follow the policies and procedures of the library media center.	7.1	Demonstrate an understanding of, and a commitment to, the rule of law.	Demonstrate the understanding that following library media center policies is an example of the rule of law.
3	To learn and apply study, research, reference, and critical thinking skills.			
3.2	To use components of research skills to evaluate, select, record, and reorganize information.	4.3	Understand major social, economic, and political ideas and events which have shaped the modern world and continue to change it.	Use components of research skills to understand major social, economic, political ideas and events which have shaped the modern world and continue to change it.
3.4	To use components of critical thinking skills to solve research problems.	4.5	Understand and appreciate various dimensions of world interdependence.	Use components of critical thinking and problem solving skills to understand and appreciate various dimensions of world interdependence.
4	To comprehend content in various types of media.			
4.2	To process and evaluate content from a variety of sources by applying comprehension skills.	6.2	Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs, and tables.	Use a variety of resources, including maps, globes, charts, and graphs to process and evaluate content from these sources.
5	To retrieve and manage information.			
5.1.1	Recognizes the impact of technology on information.	5.5	Understand the role and impact of transportation and communication of linking people and environments.	Demonstrate ways in which technology and communication are used to link people and environments (online searching, interactive television, telephone, etc.).
5.1.2	Explores a variety of sources for information purposes.	4.1	Understand the characteristics and development of cultures throughout the world.	Explore a variety of sources to understand the characteristics and development of cultures throughout the world.
5.1.4	Applies appropriate retrieval strategies to access information from a variety of systems.	2.5	Understand the factors that have contributed to economic growth in the United States.	Use appropriate retrieval strategies to access information that contributes to economic growth in the United States.
5.1.5	Applies appropriate skills to collect, organize, and interpret data from a particular system.			

LIBRARY MEDIA SKILLS AND SOCIAL STUDIES

A Sample Curriculum Framework Match

LIBRARY MEDIA Goal/subgoal/expectancy		SOCIAL STUDIES Goal/subgoal/expectancy		INDICATORS The student will be able to:
7	To appreciate literature.			
7.1	To recognize authors, illustrators, publishers, and producers of literature as reflectors of the human experience.	3.4	Appreciate that people in a pluralistic society communicate and express themselves in different ways.	Demonstrate an appreciation and understanding of the diversity of people in American society through the use of appropriate literature.
8	To value books and other media.			
8.3	To respect the rights of creators of media.	7.4	Demonstrate respect and support for the rights and dignity of all individuals.	Demonstrate that copyright laws are the responsibility of all citizens and represent support for the rights of the author.

An example of a local library media curriculum match is available upon request through School Library Media Services, Maryland State Department of Education.



LIBRARY MEDIA CURRICULUM MATCH MATRIX

GOALS		ART	ENGLISH LANG. ARTS	MATHEMATICS	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES
1	1.1						
	1.2						
	1.3			■			
	1.4						
	1.5						
	1.6						
	1.7						■
2	2.1					■	
	2.2						
	2.3					■	
3	3.1						
	3.2		■			■	■
	3.3						
	3.4	■	■			■	■
4	4.1	■	■		■	■	
	4.2	■	■	■	■		■
5	5.1			■	■	■	■
6	6.1						
	6.2		■				
	6.3						
7	7.1		■				■
	7.2		■				
	7.3		■			■	
	7.4		■				
8	8.1		■				
	8.2		■				
	8.3						■
	8.4						■
9	9.1	■					
	9.2	■		■		■	

Glossary

Access The ability and freedom to obtain and use resources and services without unnecessary limitations.

Classification System The manner in which materials are arranged and organized in a school library media center or other library.

Critical Thinking Problem solving which includes reasonable judgment and reflective processes focused on deciding what to do or believe.

Data Facts, information, or statistics which may be historical or derived by calculation or experimentation.

Database A comprehensive collection of related information organized for quick access, generally through a computer.

Evaluate The process whereby media and/or equipment are appraised to determine if item meets needs.

Information Any knowledge gained through communication, research, or instruction.

Information Retrieval The systematic recovery of data, as from a file, card catalog, memory bank of a computer, etc.

Information Skills The abilities necessary to systematically gain knowledge for a specific purpose.

Library Media Center An area in a school where a full range of materials, equipment, and services from library media staff are accessible to students and school personnel.

Library Media Program A well-defined plan which provides resources, instruction, and services to the school staff and students. The plan includes policies and procedures which support the school system's educational goals and objectives established by boards of education.

Library Media Skills The abilities and values necessary to enable the learner to become an independent library user. These abilities and values are delineated in the goals of the ***Library Media Framework***.

Literature Writing regarded as having permanent worth through its intrinsic excellence.

Media All forms of communication and their accompanying technology appropriate to learning and instruction.

Networks A system of interdependent services which draw upon one another for expanded service.

Reference Skills The necessary abilities to identify an appropriate body of knowledge and to evaluate its worth for a specific purpose.

Review Careful examination of a potential library media acquisition, including sources of written professional opinions. Judgment must be based upon the criteria in the school system's selection policy.

Select After materials are reviewed and evaluated, they are placed in priority order and chosen to be acquired for use in the library media center. This process is dependent upon the school system's selection policy.

Strategy A plan, method, or series of moves for obtaining a specific goal or objective.

Required Maryland Graduation Competency Objectives For Examples of Placement Within Framework Goals and Subgoals

The following are several examples of how required Maryland competency objectives can be placed within the library media framework by local school systems. These examples from the ***Declared Competencies Index*** of the Maryland State Department of Education are listed by framework goal and subgoal.

TO LOCATE AND USE MATERIALS AND EQUIPMENT

Subgoal 1.1 To describe the physical arrangement of the library media center.

Example:

2.3.0.3 Locate references within a multi-resource center for use in school, on a job, or at home by utilizing section titles.

Subgoal 1.2 To identify the library media center catalog and recognize its role in locating materials.

Examples:

2.3.0.1 Locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.

4.4.1.20 Use school and community resources to obtain career information.

TO LEARN AND APPLY STUDY, RESEARCH, REFERENCE, AND CRITICAL THINKING SKILLS

Subgoal 3.1 To use components of study skills to complete tasks, monitor success, and record and restructure information.

Example:

1.1.1.4 Take notes from spoken or written materials.

Subgoal 3.3 To use components of reference skills to locate information in a variety of sources.

Examples:

2.1.0.2 Locate references within a trade book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and heading or subheadings.

2.2.0.3 Locate references within index volumes for use in school, on a job, or at home, by utilizing headings, indices, and cross references.

TO COMPREHEND CONTENT IN VARIOUS TYPES OF MEDIA

Subgoal 4.1 To use a variety of sources to acquire information.

Examples:

2.3.1.2 Locate sources of information about public services.

3.5.1.3 Identify sources of information about current issues and events.

Maryland Library Media Framework - 1990
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